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ABSTRACT

The guide, one of a series of documents on Project CAST (Community and School Together), a community-based career education program for secondary special education students, presents a continuum of objectives in the areas of health and science which should be taught in grades 9-12 and which represent minimal competencies for independent living. Behavioral goal statements, objectives, and specialized vocabulary are offered for the following topic areas: good hygiene, safety, first aid, nutrition, illness, medical instructions, medical facilities, emergency, conservation/environment, drugs, family planning, pregnancy and child rearing. A section on resource materials with brief summaries and information on publishers concludes the guide. (CL)

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Project CAST

Objectives Guide

HEALTH/SCIENCE

EC 162114

The Project CAST Life Skills Objective Guides were developed through monies awarded to the Charles County Board of Education by the United States Education Department, Office of Special Education and Rehabilitative Services, under Grant number G007804955. The opinions expressed herein do not necessarily reflect the position or policy of the Education Department and no official endorsement by the Education Department should be inferred.

Division of Innovation and
Development

Objectives Guide

for

HEALTH/SCIENCE

Project CAST

Charles County Board of Education Office of Special Education

La Plata, Maryland 20646

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Introduction

The Project CAST Life Skills Objective Guides have been developed to assist special education teachers in planning individualized education programs for high school age mildly to moderately educationally handicapped students. The set of five guides covers the math, health/science, language arts, social studies, and career development areas.

The Objective Guides identify and document basic competencies which are important to independent living. Basic academic skills are seldom presented. Users of the guides are strongly urged to seek other sources to obtain competency listings and activities for these areas.

Organization of the Guides

content area

Project CAST Life Skills Objective Guides are available for five areas: math, health/science, language arts, social studies, and career development.

unit

Each objective guide includes several life skills units. Each unit contains one general goal statement and several specific objectives.

goal statement (gs)

Each goal statement describes, in general terms, the behavioral outcomes desired for the unit.

objective

Objectives describe the competencies which should be mastered to achieve that which is intended by the "goal statement".

vocabulary

Specialized vocabulary words are provided for many units. These are some of the terms that teachers and students may need to define prior to usage.

resources

A cursory list of instructional resources are included for each content area.

Using the Guides

1. The math, health/science, social studies, and language arts guides present a continuum of objectives which should be taught from grades nine through twelve.

2. The career development guide is divided into four sections with each section matching a Project CAST program phase (Career Awareness, Career Exploration, Career Investigation, and On-The-Job Training). Students should be taught the career development objectives which match their Project CAST phase placement.

3. Although most of the objectives represent minimal competencies essential for independent living, it is not expected that all of the objectives will be mastered. Teachers will need to prioritize the accomplishment of objectives according to each student's individual needs and strengths.

4. Objectives which interrelate should be taught simultaneously.

5. Criteria and conditions for mastery of each objective should be developed on an individual basis.

HEALTH/SCIENCE

Good Hygiene 1
Safety 2
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Illness 9
Medical Instructions 11
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Emergency 13
Conservation/Environment 14
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Good Hygiene

GS: *The student will demonstrate an understanding of personal hygiene practices.*

objectives

1. The student will describe steps to follow when bathing.
2. The student will describe various means of caring for his/her:
   a. teeth
   b. ears
   c. eyes
   d. skin
   e. nails
   f. hair
3. The student will identify good hygiene practices pertinent to his/her specific sex.
4. The student will describe cleanliness habits and behaviors that contribute to good (mental and physical) health.
5. The student will state how regular exercise contributes to good health.
6. The student will construct an eating, sleeping and exercising schedule that is conducive to good health.

SPECIALIZED VOCABULARY

bathe
exercise
shampoo
dentist
towel
lungs
daily
personal hygiene
cleanliness
prevention
dental floss
schedule
habit
avoid
shower
soap
heart

Safety

GS: *The student will demonstrate an understanding of safety practices and their relationship to preventing and/or decreasing the effects of accidents.*

objectives

1. The student will identify the symbol used for poisonous content of household products.
2. The student will describe some of the effects poisons have on the body.
3. The student will explain that many emergency instructions on household products are not accurate and that the poison control center has the most up to date information.
4. The student will describe appropriate methods for obtaining medicines.
5. The student will describe the use of the "over the counter" drug IPECAC.
6. The student will describe precautions to take when refrigerating and freezing foods.
7. The student will list several ways to prevent food poisoning.
8. The student will read and interpret government suggestions on toy safety.
9. The student will identify common household items which can cause suffocation (i.e., plastic bags, refrigerators, etc.).
10. The student will identify proper disposal or storage of poisonous household products and common household items that can cause suffocation.
11. The student will describe the proper storage of flammables.
12. The student will identify a frayed electrical cord and describe the hazards related to its use.

objectives (cont.)

13. The student will identify precautions to take when using electrical appliances.

14. The student will identify a fire extinguisher and describe when it should be used.

15. The student will demonstrate proper use of a fire extinguisher.

16. The student will determine all exits within a building (e.g., doors, windows, fire escape, etc.).

17. The student will describe safe fire escape procedures.

18. The student will state techniques to avoid smoke inhalation.

19. The student will explain recommended procedures to follow if clothing catches on fire.

20. The student will explain how to extinguish a small fire if a fire extinguisher is not available (e.g., salt, damp towel, etc.).

21. The student will compare precautions to take in a high velocity wind storm (tornado, hurricane, etc.), a severe electrical storm (avoid shelter under trees), or during flood conditions.

22. The student will state precautions to follow if outside in extreme cold (e.g., keep moving, warm clothing, length of time before frostbite, etc.).

23. The student will name the danger spots (places where accidents can happen) in a home.

24. The student will describe ways of preventing accidents in each of the danger spots in a home.

25. The student will compare precautions to take when:

    a. riding a bike
    b. walking or jogging
    c. crossing a street

objectives (cont.)

d. swimming
e. driving a car at night
f. driving a car during the day

26. The student will identify ways in which the five senses can be used to avoid accidents and mishaps (e.g., unusual, odors, sounds, etc.).

SPECIALIZED VOCABULARY

accident
poison
drug
safety
storage
shock
exit
escape
smoke
flood
tornado
food poisoning
precaution
government
safety regulations
fire extinguisher
flammable
refrigerate
hurricane
emergency
medicine
suffocate
prevent
electric
fire
entrance
avoid
shelter
storm
danger

First Aid

GS: *The student will demonstrate an awareness of when and how to apply first aid.*

objectives

1. The student will list the contents of a first aid kit.
2. The student will identify where a first aid kit should be kept.
3. The student will identify household items that may assist in administering first aid.
4. The student will list the symptoms of shock.
5. The student will recognize when a person needs artificial respiration.
6. The student will demonstrate how to administer artificial respiration.
7. The student will identify symptoms of a rabid animal.
8. The student will identify ways to determine if bones are broken.
9. The student will list symptoms of food poisoning.
10. The student will compare first aid treatment of the following:
    a. bleeding wound
    b. nosebleed
    c. chemical burn
    d. sun burn
    e. animal bite
    f. fainting
    g. convulsions
    h. shock

objectives (cont.)

i. loss of breath
j. bee sting/snake bite/insect bites
k. frost bite
l. object in eye
m. object in ear
n. object in nose
o. object in throat and choking
p. food poisoning
q. head injury
r. knocked out tooth
s. heat stroke
t. imbedded tick
u. sprains
v. hypothermia

11. The student will describe the two dangers associated with any wound (e.g., bleeding and infections).

SPECIALIZED VOCABULARY

first aid
safety
symptom
shock
treatment
antidote
cut
faint
breathe
emergency
doctor
choke
pain
label
sterile
directions
physical

artificial respiration
food poisoning
precaution
nose bleed
convulsions
loss of breath
emergency squad
emergency room
body temperature
heart attack
antiseptic
tourniquet
aspirin
thermometer

CPR
rabies
poison
caution
burn
bleeding
infection
nausea
blister
physician
medicine
normal
splint
bandage
avoid
clot
hospital

Nutrition

GS: *The student will identify good eating habits.*

objectives

1. The student will list the four basic food groups.
2. The student will demonstrate a basic knowledge of food content: calories, vitamins, minerals, carbohydrates, proteins, and the minimum daily requirements.
3. The student will list several types of nutritious snacks.
4. The student will identify the labeling process used by supermarkets for preserved foods (i.e., those foods not bought in fresh produce section of supermarket).
5. The student will identify the positive and negative effects of food on the body (i.e., obesity, growth).
6. The student will evaluate his/her present diet in terms of its nutritional value.
7. The student will develop a one week "well balanced" meal plan.
8. The student will describe how vitamins are useful as supplements to daily diet.

SPECIALIZED VOCABULARY

nutrition	super markets	produce
health	food labels	frozen
balanced	dry goods	store
fresh	breakfast	snacks
lunch	minimum	vitamins
dinner	maximum	calories
supper	carbohydrates	minerals

SPECIALIZED VOCABULARY
(continued)

protein
source
nuts
fatty
sugar
flour
fish

food group
vegetables
milk products
sea food

meat
eggs
milk
dairy
cereal
juice
dessert

Illness

GS: *The student will demonstrate an awareness of different signs of illness, understand which require professional attention, and identify possible treatment of the more common illnesses.*

Objectives

1. The student will state normal and abnormal human body temperature.
2. The student will distinguish between abnormal blood pressure and normal blood pressure.
3. The student will explain the difference between contagious and noncontagious diseases.
4. The student will identify the most common contagious diseases.
5. The student will identify basic symptoms of contagious diseases (i.e., high temperatures, cough, sore throat, fatigue, headache).
6. The student will state precautions to take against catching and spreading illnesses and diseases.
7. The student will list possible signs of cancer.
8. The student will identify the most common physical illnesses related to the ten systems of the body.
9. The student will describe the causes, symptons, and treatment of the above illnesses related to the systems of the body.
10. The student will state when to seek professional medical help and when to treat himself/herself (e.g., persistent coughs versus temporary coughs, etc.).
11. The student will compare the terms mental and physical illness.

objectives (cont.)

12. The student will identify possible signs of poor mental health (i.e., depression, continuing fatigue, severe loss of interest in various activities).

13. The student will identify various types of events that can have a significant effect on an individual's mental health (death, divorce, loss of job, moving to a new area).

14. The student will explain how emotions affect behavior.

15. The student will state that during adolescence emotions can be variable.

16. The student will identify how the environment may affect feelings and behavior.

17. The student will identify mental health community resources.

SPECIALIZED VOCABULARY

illness
nurse
cancer
cough
medicine
surgery
operate
heart
lungs
liver
heat
vomit
fever
divorce
behavior
feelings
medical

treatment
physician
home care
emergency room
body temperature
blood pressure
heart attack
sore throat
precaution
blood stream
cold (sickness)
temperature
mental illness
physical illness
depression
separation
medical signs

doctor
hospital
operation
symptom
contagious
caution
germs
headache
blood
urine
nausea
alcohol
death
emotions
discharge
healthy

Medical Instructions

GS: *The student will demonstrate an understanding of how and why to follow medical instructions.*

objectives

1. The student will demonstrate how to follow dosage directions on a prescription label.
2. The student will describe precautions to take when taking prescription drugs (i.e., do not give to friends, do not take when drinking, do not take old medicine, do not leave where children can get hold of, do not take more than directed, do not take drugs simultaneously without prior permission from physician).
3. The student will explain various kinds of behavior to follow when taking different kinds of medicines (i.e., do not drive with some, get bed rest with some, do not over exert physically with some).
4. The student will read and explain directions and dosages on non-prescription drugs and medical aids.
5. The student will read and explain emergency treatment on labels of toxic and posionous household supplies.

SPECIALIZED VOCABULARY

drug
dosage
caution
toxic
doctor
consult
teaspoon
alcohol
medicine
emergency
household
twice a day
medical advice
follow directions
consult physician
don't use in, near, around eyes or face
not for external use
not for internal use
external use only
adult dosage
keep out of reach of children
non-prescription
label
daily
clinic
drops
tablespoon
prescription
medication
permission
precaution
poisonous
ingredients
as directed

Medical Facilities

GS: *The student will demonstrate an awareness of a variety of types of medical facilities and personnel typically available in a community.*

objectives

1. The student will identify/describe public health services in a community.
2. The student will identify/describe and locate community hospital emergency rooms.
3. The student will identify/locate several local drug stores.
4. The student will explain how to use the telephone to place emergency medical calls.
5. The student will identify/describe various types of medical doctors.
6. The student will identify various types of medical clinics (i.e., V.D., parenting, immunization, etc.).
7. The student will name and describe how common instruments are used in a regular check-up.
8. The student will explain the reasons for having an annual medical check-up.

SPECIALIZED VOCABULARY

medical
hospital
clinic
drug
private
doctor
x-ray
annual

pregnancy test
in-patient
out-patient
health department
prescription
nurse's aide
V D (venereal disease)
stethoscope
thermometer
rescue squad

community
county
state
public
nurse
physician
shots

Emergency

GS: *The student will know how and whom to ask for help in emergencies.*

objectives

1. The student will locate emergency telephone numbers using the telephone book (i.e., police, fire, ambulance, poison control center, RAPE, etc.).
2. The student will identify/describe how to use a fire alarm.
3. The student will list the types of information needed to give emergency service.
4. The student will list various kinds of information insurance companies require after emergency treatment.
5. The student will determine when to use emergency service.
6. The student will demonstrate how to dial the emergency number, including 911.

SPECIALIZED VOCABULARY

emergency
doctor
hospital
sheriff
police
poison control center
emergency room
fire alarm
ambulance
phone book
yellow pages
counseling center
directions
fire department
check with
family doctor
rape
CPR
exit
panic
fear

Conservation/Environment

GS: *The student will demonstrate an awareness of basic principles of conservation and will demonstrate a general understanding of the environment.*

objectives

1. The student will recognize and name some consumable items.
2. The student will list consumable items that are in short supply.
3. The student will identify behaviors that demonstrate good conservation habits (i.e., recycle, turn off lights, car pool, etc.).
4. The student will identify and explain steps that can be taken to conserve natural resources (i.e., water, air, minerals, land, wildlife, wood).
5. The student will state the major types of pollution in the environment.
6. The student will identify the effects pollution has on individuals and the environment.
7. The student will list steps to be taken to reduce pollution (i.e., do not litter, etc.).
8. The student will identify basic sources of energy in their environment.
9. The student will compare characteristics of various weather conditions (i.e., storms, tornados, etc.).
10. The student will describe the effects of each of the above weather conditions in terms of daily living (i.e., difficulty in traveling in flood areas).
11. The student will identify appropriate dress for different weather conditions.
12. The student will list various ways to get weather reports (i.e., radio, television, newspaper, telephone, etc.).

objectives (cont.)

13. The student will compare the various regional climates within the United States.

14. The student will demonstrate an understanding of the concept of time.

SPECIALIZED VOCABULARY

conservation
recycle
minerals
pollution
exhaust
weather
climate
protect
danger
fuel
heat
gasoline
machine
Environmental Protection Agency
environment
biodegradable
natural resources
carbon monoxide
regulations
automobile
water power
electric power
natural gas
fuel oil
solar energy
consumer
car pool
wildlife
lit
energy
air
oxygen
fire wood
plastics
steam
gasahol
solar
motor

Drugs

GS: *The student will demonstrate an awareness of the relationship between drugs and health.*

objectives

1. The student will list common types of immunizations (e.g., polio, small pox, etc.).
2. The student will identify why and when common types of immunizations are needed.
3. The student will identify where immunization programs are offered (i.e., schools, public health agencies).
4. The student will compare the major differences between prescription and over the counter drugs.
5. The student will define and cite the benefit of using "generic" versus "brand" drugs.
6. The student will identify the positive and negative effects of drugs (e.g., allergic reaction, healing, side effects).
7. The student will describe types of medical symptoms which can be alleviated by over the counter drugs (e.g., headaches, stomach aches, occasional fever, etc.).
8. The student will identify characteristics exhibited by individuals who misuse drugs.
9. The student will identify what can be done to help the drug addict.
10. The student will list at least one organization that helps drug addicts.
11. The student will identify the effects of alcohol (mental and physical).

objectives (cont.)

12. The student will define "blood alcohol content".
13. The student will define the term "social drinking".
14. The student will define the term "alcoholic".
15. The student will compare the physical and mental symptoms of alcohol abuse.
16. The student will list various services available to treat alcoholics and their families (e.g., AA, Alateen, Alanon, mental health centers, physicians, hospitals, etc.).
17. The student will identify several ways to respond when pressured to take drugs or alcohol.
18. The student will explain precautions to follow when drinking alcoholic beverages (i.e., do not drive, do not drink on an empty stomach, do not drink and take other internal medication).
19. The student will define the term "peer pressure".
20. The student will name the contents that make smoking cigarettes, cigars, and pipes harmful.
21. The student will identify the effects of smoking (cigars, cigarettes, and pipes) in terms of physical and mental health.
22. The student will identify resources available for assistance in "quitting smoking".

SPECIALIZED VOCABULARY

drugs
label
shots
polio
flu
TB
nausea

drug store
medical drugs
"street drugs"
prescription
Health Department
side effects
precaution

smallpox
health
doctor
physician
nurse
"pusher"
allergic

SPECIALIZED VOCABULARY
(continued)

symptoms
medicate
cigarette
nicotine
tar
lungs
avoid
habit
addict
heart
urine
clinic
"coke"
fatal
over-the-counter drugs
treatment
breath test
lung cancer
peer pressure
frequent
stimulate
social drinking
drug abuse
marijuana
sleeping pill
pain killers
LSD
PCP
hospital
AA
stomach
pump
peer
nerves
alcohol
misuse
liver
blood
mental
heroin
serious
dead
death

Family Planning

GS: *The student will describe the importance of family planning and the effectiveness of various birth control methods.*

objectives

1. The student will explain population growth as a world wide phenomenon.
2. The student will define the term "zero base" population.
3. The student will describe the national economic considerations of rapidly increasing populations (e.g., shortage of food, housing, jobs, etc.).
4. The student will identify the costs to consider when raising a family [e.g., pre/post natal care (insurance costs), medical expenses, food, clothing, etc.].

** 5. The student will locate family planning services.

** 6. The student will explain ovulation in regard to pregnancy.

** 7. The student will identify types of birth control methods (e.g., pill, IUD, rhythm, sterilization, etc.).

** 8. The student will identify possible side effects of the various methods of birth control.

** 9. The student will determine community agencies where contraceptives can be obtained.

** 10. The student will identify those contraceptives which require the services of a physician (e.g., IUD, pill prescriptions, surgery, etc.).

** 11. The student will identify the main parts of the female and male reproductive system.

** 12. The student will explain briefly the fertilization process.

** 13. The student will explain the growth of fertilized egg to embryo, fetus, and new born.

SPECIALIZED VOCABULARY

pregnancy
shortage
family
hormones
religion
consent
legal
illegal
abortion
fear
guilt
fertile
birth
fetus
obstetrician

pregnancy tests
responsibility
birth control
population
post-natal care
family planning
medical expenses
pre-natal care
cost of living
prescription
breast feed
fertilization
menstrual period
gynecologist
"zero-base" population

birth
pre-natal
sperm
egg
ovulate
clinic
surgery
penis
vagina
breast
ovary
womb
born
embryo

** The asterisked objectives can only be taught by teachers meeting the standards set in Maryland Bylaw 321:1 and written parent permission must be obtained!!!

Pregnancy

GS: *The student will demonstrate an awareness of the physical and psychological influences of pregnancy and the need for proper pre-natal care.*

objectives

1. The student will define the term "pre-natal care".
2. The student will identify types of drugs and medication which should be avoided by pregnant women (e.g., sleeping pills, cigarettes, caffein, etc.).
3. The student will identify the length of a normal term pregnancy.
4. The student will identify various stages of pregnancy.
5. The student will identify possible danger signals during pregnancy which indicate medical attention is needed (e.g., bleeding, prolonged blackouts, extreme shortness of breath, abnormal chills and fever, extreme depression, etc.).
6. The student will identify various symptoms (physical and emotional) associated with pregnancy.
7. The student will identify an essential diet for a woman who is pregnant.
8. The student will identify characteristics of labor and delivery.
9. The student will describe the possible roles that males can have in pregnancy and birth.
10. The student will identify the most common types and factors contributing to congenital defects in newborns (e.g., spinal defects, mongolism, profound deafness, venereal disease, etc.).

objectives (cont.)

11. The student will identify community resources which provide pre-natal care (e.g., public health department, clinics, physicians, etc.).

12. The student will identify the types of physicians who specialize in pre-paranatal medicine.

SPECIALIZED VOCABULARY

pre-natal care
post-natal care
pregnancy
caffeine
embryo
hospital
doctor
physician
nurse
delivery
cigarettes
family
public
unwed
baby
normal term
labor pains
extreme
medical appointment
menstrual cycle
birth defects
venereal disease
single parent
handicapped
pediatrician
depression
abnormal
drugs
medication
avoid
womb
danger
symptoms
bleeding
diet
labor
alcohol
wed
marry
private
newborn
infant

Childrearing

GS: *The student will demonstrate an understanding of basic childrearing practices.*

objectives

1. The student will identify the various stages of child development (i.e., infancy, childhood, adolescence).
2. The student will identify where to locate "childrearing" books.
3. The student will identify the basic needs of human beings (i.e., food, shelter, clothing, love, security, etc.).
4. The student will be aware that certain safety precautions need to be taken when there are small children in the home.
5. The student will describe the need for both emotional support and cognitive stimulation of a growing child.
6. The student will identify the type of physician who specializes in children's medical care.
7. The student will identify the recommended amounts of rest that pre-adolescent children require (i.e., infants - 0-6 months - 18 hours; children - 6 months-4 years - 14 hours; children - 4-12 years - 9-12 hours).
8. The student will identify types of diet recommended for young children (e.g., lots of milk, vegetables, meat, etc.).
9. The student will identify when to first introduce a child to his/her dentist and how often the child needs check-ups.
10. The student will identify when to originally take a child to a medical doctor and the recommended frequency of follow-up visits.
11. The student will identify the need for discipline of children (e.g., safety, acceptable behavior, etc.).

objectives (cont.)

12. The student will define the term "child abuse".

13. The student will identify agencies which provide child abuse assistance to both children and parents (e.g., police, mental health centers, physicians, etc.).

14. The student will identify common skin problems which occur in adolescents (e.g., acne, oily skin, blackheads, etc.).

15. The student will identify types of food adolescents should avoid if they have a skin problem (e.g., greasy foods, sweets, etc.).

16. The student will recognize the symptoms of emotional swings in adolescents (e.g., depression, homesickness, independence, dependence, etc.).

17. The student will explain the term "peer group".

18. The student will describe the influence of peers on adolescents (i.e., group pressure).

19. The student will identify signs of sexual maturation in adolescents (e.g., physical changes, emotional changes, etc.).

20. The student will identify services and organizations which aid the parents of handicapped children.

21. The student will identify/locate agencies which provide parental guidance to most effectively deal with adolescent behaviors (e.g., mental health centers, physicians, schools, psychologists, etc.).

SPECIALIZED VOCABULARY

infancy	childrearing	human
children	childhood	caution
child	adolescence	medical
safety	precaution	physician
infant	pediatrician	doctor
birth	family doctor	annual
emotions	medical care	specialist
needs	counseling	welfare
divorce	psychologist	clinic

SPECIALIZED VOCABULARY
(continued)

dentist
dental
check ups
discipline
safety
sex
sexual
community
magazines

education
responsibility
separation
delinquent
public assistance
food stamps
child abuse
health department
peer group
peer pressure
mental health

recommend
diet
sickness
emergency
mature
immature
agencies
behavior
adolescent

RESOURCES: Health/Science

SCIENCE

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
ADVENTURES IN ECOLOGY	cassette, film strips, 18 study prints	Lakeshore Curriculum Materials Company 2695 E. Dominquez Street Carson, California 90747	Story of Tree Man trying to protect the forest and its animals; conservation concepts.
THE BASICS OF NUTRITION	multi-media program: cassettes, film strips, transparencies, duplicating masters, activities, post tests	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 4.0 - 5.0 Students discover how food affects their lives.
FIRST AID: NEWEST TECHNIQUES	multi-media program: cassette, film strips	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 listening level: 3.0 - 4.0 Medical emergencies involve students in learning practical first aid techniques.
FAMILY PLANNING TODAY	film strips, cassettes, discussion guide	Guidance Associates 757 Third Avenue New York, New York 10017	Probes personal and economic factors; discusses methods of contraception.
FIRST AID: AN INTRODUCTION	film strips, discussion guide	Guidance Associates 757 Third Avenue New York, New York 10017	Explains basic principles involved in most first aid situations.
HIGH ON LIFE	film strips, cassettes, discussion guide	Guidance Associates 757 Third Avenue New York, New York 10017	Young people describe better ways than drug use to achieve peace and fulfillment.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
ALCOHOL, NARCOTICS, AND TOBACCO	film strips, cassettes	Eye Gate Media 146-01 Archer Avenue Jamaica, New York 11435	interest level: junior high, intermediate Each set presents a different problem, approach, and answer.
THE NEW FIRST AID AS IT HAPPENS	film strips, cassettes, first aid kit	Eye Gate Media 146-01 Archer Avenue Jamaica, New York 11435	interest level: junior high, senior high Standard first aid procedures in simulated life situations.
TEENAGE DIET, NUTRITION, AND EXERCISE	film strips, cassettes	Eye Gate Media 146-01 Archer Avenue Jamaica, New York 11435	interest level: junior and senior high Tells girls how to build life-long health practices.
TEENAGE NUTRITION: THE PICTURE OF HEALTH	film strips, cassettes, discussion guide	Current Affairs Box 398 24 Danbury Road Wilton, Connecticut 06897	interest level: intermediate, secondary Explores the need for nutrition; provides information on proper diet; provides basic exercises; facts about vitamins.
CROSSROADS: HOME ECONOMICS AND THE WORKING WORLD	film strips, cassettes, spirit masters, program guide	Prentice Hall Media 150 White Plains Road Tarrytown, New York 10591	interest level: high school A career focus directly associated with home economics: foods and nutrition, home management, personal management.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
HEALTH ISSUES AND TRENDS	4 sound, color, film strips; 6 soft cover texts	Globe Book Company, Inc. 175 Fifth Avenue New York, New York 10010	reading level: 4 - 5 grade level: junior high Books written on low reading level with mature appearance and content: the pollution problem, mental health, drugs, alcohol, tobacco, safety, first aid, consumer education, protecting your health.
MEETING BASIC COMPETENCIES IN PRACTICAL SCIENCE AND HEALTH	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	low reading level Practical knowledge of science and health needed to live safely and efficiently: electricity, temperature, weather, protecting the environment, maps, health, and first aid.
THE READING FOR LIVING SERIES	units in series: reading lessons with photographs	New Reader's Press Box 131 Syracuse, New York 13210	8 unit reprints from The Every Day Reading And Writing Book: how to read signs, how to read maps, instructions on safety, how to read and write personal letters, how to use telephones, how to read newspapers.
ALL ABOUT ME	unit work book: science curriculum	New Jersey Vocational Technical Curriculum Laboratory Rutgers State University Bldg. 4103 - Kilmer Campus New Brunswick, New Jersey	Basic reading in context; units with vocabulary, pictures, and activities; getting to be a woman, growing up, alcohol, drugs, grooming, working.

No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.